Cumberland Regional College

ANNUAL REPORT

2003 - 2004

Cumberland
REGIONAL COLLEGE

www.cumberlandcollege.sk.ca

December 20, 2004

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The Honourable Andrew Thomson
Minister of Learning
Room 307
Legislative Building
Regina SK S4S 0B3

Dear Minister Thomson:

On behalf of the Cumberland Regional College Board of Directors, Management and Staff, and in accordance with Section 16 of the ***Regional Colleges Act*** and Section 19 of the ***Regional Colleges Regulations***, I am pleased to present our Annual Report for the year ending June 30, 2004.

We are proud of our achievements during this fiscal year. These achievements reflect our commitment to provide quality lifelong learning opportunities, which prepare individuals and communities for tomorrow.

Respectfully submitted,

Tim Verklan
Chairman, Board of Directors

TV/jm

Regional Colleges

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Message From The Board Chairperson

Education and training is fundamental in the advancement of individuals, communities and society. Cumberland Regional College plays a pivotal role in providing needed education and training to the citizens and communities in northeastern Saskatchewan in order to advance the socio-economic development of the region and hence the province. The college has also been a critical player in national initiatives. This breadth and depth of involvement is a tribute to the faculty and staff of the College.

Cumberland Regional College Board is responsible for the stewardship of the College, ensuring that the goals and objectives articulated in the business plan are fulfilled. The Board is proud to present the 2003-04 Annual Report that highlights key activities and accomplishments.

The Board met for 10 regular meetings and 1 special meeting throughout 2003-04. The Board ensured that the strategic directions of the College were being effectively achieved and that the college was expanding its capacity in the delivery of education and training. Activities such as increasing access through the utilization of technology enhanced learning and working with First Nation communities were integral to that expansion.

The Board annually revises its public relations and advocacy plan to ensure the Board is meeting a broad spectrum of individuals to discuss issues pertinent to adult learning opportunities. In 2003–04 the Board hosted a number of luncheon meetings with educational, business, and community leaders to discuss the role of the College within the community and ways to enhance the role of the college.

The Board attended a number of functions throughout the year to celebrate the accomplishments of students and staff. The Board presented at the graduation ceremonies as well as at the Staff Long Service Award ceremony.

A primary function of the Board is to establish College policy. In 2003-04 no new policies were approved however a third of all policies were reviewed and revised to ensure they reflected the beliefs and practices of the College.

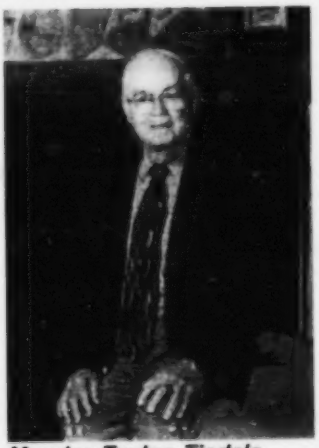
The Cumberland Regional College Board is proud to present the 2003-04 Annual Report.

Sincerely,

Tim Verklan
Board Chairperson

Cumberland Regional College
Board of Directors
2003-04

Tim Verklan, Nipawin
Board Chairperson



Maurice Taylor, Tisdale

Helene Johnson, Archerwill

Mary Ellen Davis, Melfort

Margaret Crawford, Hudson Bay

Julien LeStrat, Tisdale

Board Meetings:
Regular Board Meetings: 10
Special Board Meetings: 1
Annual Board Meeting was conducted on June 29, 2004

Board Appointments:
ASRC Representative: Maurice Taylor
Signing Officers: Tim Verklan, Maurice Taylor

Chief Executive Officer's Report

2003/2004

Cumberland Regional College is a publicly funded institution that is committed to annually reporting the ways in which it responds to the educational needs of the citizens, businesses, organizations, and communities of the north-east region of Saskatchewan.

The **mission** of Cumberland Regional College is to provide quality lifelong learning opportunities today that prepare individuals and communities for tomorrow. We are committed to providing quality programs and services that are accessible, affordable, and flexible.

The **practical vision** of the **Strategic Plan** is to:

- expand learning opportunities;
- create more community involvement;
- incorporate technological tools; and
- insist upon quality assurance.

The College's strategic plan incorporates the **Sector Plan** goals and recommendations from the Regional Colleges' Review*: **Futures Close to Home***.

Highlights for the year included:

- The College engaged in a variety of provincial key initiatives that enabled the Regional Colleges to be a cohesive system. Examples of these key initiatives are: **One Client Service Model/Student Information System; Technology Enhanced Learning; Basic Education Curriculum Redesign, Rural Saskatchewan Older Workers project; and Prior Learning Assessment Recognition** action plan.

- Cumberland Regional College partnered with 12 organizations to develop a **regional needs assessment** that provided the direction for educational programming.

- Cumberland Regional College partnered with **Aboriginal groups** in a variety of learning opportunities.

- Cumberland Regional College partnered with **Kelsey Trail Health Region** to deliver the Practical Nursing Program.

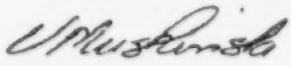
- Cumberland Regional College partnered with **Canada-Saskatchewan Career and Employment Services** to coordinate enhanced career and employment services in several communities in the northeast region.

- **Learning centers** provided broad educational services at all College sites.

- The College coordinated an Office of Learning Technologies, HRDC project entitled **Links to Life Long Learning**. The purpose of the project is to research best practices in the use of learning technologies. The Tisdale School Division, Kinistin First Nation, and Eastern Region II Metis Nation are partners in the project.

- The College advanced the utilization of educational technology throughout the College's programming and services. Faculty and staff used videoconferencing, content manager, and virtual counseling to augment their practice and enhance access.
- The College provided more **individualized learning** programs and services than in previous years.
- The **Adult Basic Education** programs had the highest enrollments recorded at the College.
- The College delivered educational programs and services to 8, 337 participants throughout the region. Twenty-six percent of the participants were aboriginal and 37% of the participants were youth.
- The **employment rate** is 84% for graduates of the technical programs.
- The **scholarship and bursaries** provided were for a value of $14,300.
- A new **strategic plan** was developed for 2004-07.

In the coming year the College will continue to provide direction that is consistent with the Learning Sector Plan and the College's new strategic plan. The unique needs of the region will continue to be a focus in program and service delivery. Performance measures, technology enhanced learning, and expanding partnerships within communities and with business and industry are but a few of the opportunities the College will address in the coming year.



Valerie Mushinski, Chief Executive Officer
Cumberland Regional College

VISION STATEMENT

Cumberland Regional College will be the first choice for adult education and training in north eastern Saskatchewan.

MISSION STATEMENT

Cumberland Regional College is committed to providing quality lifelong learning opportunities today that prepare individuals and communities for tomorrow.

VALUE STATEMENT

At Cumberland Regional College we are committed to providing quality programs and services that are accessible, affordable and flexible.

STRATEGIC PLAN

The 2001-2004 Strategic Plan incorporates many of the recommendations from the **Regional Colleges' Review: *Futures Close to Home***, and is reflected in the Key Initiatives presented in the **Cumberland Regional College 2003-2004 Business Plan.** In 2003-2004 Cumberland Regional College implemented the final year of its three year Strategic Plan.

The 2001-2004 Strategic Plan identifies the following **Practical Vision**, including more specific goals for the College. Cumberland Regional College will:

1. **Expand Learning Opportunities that:**

   1.1 Increase capacity through development of new funding sources and through development of alternative delivery strategies.

   1.2 Provide support for continuous learning.

   1.3 Explore alternatives for long term program planning of Technical Programs, allowing the College to offer a balance of programs.

2. **Create More Community Involvement by:**

   2.1 Partnering to identify and address needs of Aboriginal people and other equity groups, and to increase participation in programs and services from equity group members.

   2.2 Being a meaningful contributor to Community Development.

3. **Incorporate Technological Tools by:**

   3.1 Enhancing distance delivery by incorporating Technology Enhanced Learning into College program delivery.

   3.2 Implementing an IT strategy.

4. Insist Upon Quality Assurance by:

4.1 To be a catalyst in community and economic development at a regional and local level.

4.2 To develop a skilled labour force for the future by providing focused skill training programs that support regional economic development and align with industry needs.

4.3 To increase capacity through delivery of innovative programs and services.

4.4 To improve the technological infrastructure of the college through research and innovation.

The College ably met the practical vision and goals as set out in the 2001-04 Strategic Plan. Key initiatives that enabled the College to accomplish these visions and goals are articulated on pages 9 to 14 of this report. Trimester reports detailing progress to date are submitted to the Board of Directors, ensuring that progress is continuously being made.

In 2003-04, the College developed its 2004-07 Strategic Plan. The development of this plan was collaborative in nature ensuring consultation with external and internal stakeholders.

Melfort Campus students

LEARNING PRINCIPLES

In March 2000, the College endorsed 12 principles that guide the College's learning and administrative practices. The twelve principles are:

1. Learning is as much a social process as an individual activity.
2. Learning is lifelong.
3. The effectiveness of technology as a tool for learning will be closely related to the learning methodologies used to employ the technology.
4. Learners are primarily responsible for their own learning process; however, they may also facilitate the learning of others or collaborate in the learning activities of others.
5. The Learner-Centered College creates substantive change in individual learners.
6. The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.
7. A Learner-Centered organization cannot be curriculum-centered, administration-centered, or facility-centered. Learning and the needs of the learner will be the highest priority in developing policies, programs, services, and practices.
8. Everyone working in the Learner-Centered organization is a learning facilitator and a learner.
9. Educators will be involved in many roles as learning facilitators: mentoring, case management, managing an array of learning resources, using technology to deliver information.
10. A Learner-Centered organization utilizes the resources of the learning community to the optimum.
11. Cumberland Regional College will collaborate with civic, private, public, and voluntary sectors to develop a long-term strategic plan for sustainability as a Learner-Centered organization within the context of multiple learning communities.
12. The Learning Community and the Regional College view economic development as part of community development.

Programs and Services: Overview

Cumberland Regional College realized a very successful year in 2003/04. The Regional Needs Assessment (RNA) provides a baseline of training needs throughout the region. The College addressed all high and medium needs that were identified in the 2003-04 RNA. The 2001/04 Strategic Plan was comprehensively addressed. The College developed a new Strategic Plan for 2004-07. This plan will take the organization forward over the next three-year period.

In 2003/04, the College's enrollments in Adult Basic Education and related programs exceeded expectations, and reached an all time high. This was accomplished in part by the College's commitment to offering additional programming by subsidizing Basic Education programs from restricted reserves, as indicated in the 2003/04 Business Plan. Additional programs have been supported also through partnerships with First Nations bands. Strengthening teaching and learning methodologies for aboriginal learners has been an ongoing priority of the College.

Other highlights for the 2003-04 program year included Cumberland Regional College's involvement with innovative projects. The *Willing to Work project, Employment in the Northeast,* and the *Rural Saskatchewan Older Workers* projects were particularly interesting projects, and provided enhanced opportunities for the clients in the region. The College was also successful in receiving funding for the *Links to Lifelong Learning* project, which is a pilot project that concentrates on incorporating technology into teaching methods, and also explores the avenues on how educators can take full advantage of technology to enhance learning and provide greater access to programs. This funding coupled with TEL funding has enabled the College to pilot innovative teaching/learning methodologies such as video conferencing, virtual counselling, content manager to name a few. Through this process the College has not only enhanced learning within a classroom milieu but also enhanced learning on an individualized basis.

The College also engaged in a number of provincial initiatives. Examples of these initiatives are: the development of the action plan for *Prior Learning Assessment Recognition (PLAR),* the development of the *Regional Colleges' TEL Strategic Plan,* implementation of the *Provincial Intake and Assessment Framework for Basic Education,* and participation in the development and piloting of the *Redesign of the Adult 5-10 Curriculum.*

The following pages provide individual program highlights and accomplishments for the 2003-04 program year, as well as an overview on Cumberland Regional College's key initiatives, targets, and outcomes.

Key Initiatives

Note: Discrepancies between targets and results are primarily due to the system-wide adjustments of definitions and formulas. Typically results will be lower than the targets.

GOAL	1. Expand learning opportunities that:	
OBJECTIVES	1.1 Increase capacity through development of new funding sources and through development of alternative delivery strategies. 1.2 Provide support for continuous learning. 1.3 Explore alternatives for long term program planning of Technical Programs, allowing the College to offer a balance of programs.	**KEY/MAJOR INITIATIVES** Initiatives that were intended to achieve College targets 1. Increased the number of funding opportunities for the College thereby, increasing accessibility of programs (e.g. CLN) 2. Increased provincial training opportunities within the Regional College system by participating in provincial forums. 3. Increased emphasis on distance delivery (e.g. web-based, video conferencing). 4. Increased opportunities for individualized learning through the Learning Centre initiative. 5. Expanded family literacy opportunities to clients through programs such as Kids First. 6. Participated in the redesign of Adult 5 – 10 curriculum that reflects the Aboriginal cultural needs. 7. Implemented the Provincial Intake and Assessment Framework for Basic Education. 8. Strengthened teaching and learning methodologies with respect to aboriginal learners.

PERFORMANCE MEASURES	Measures	2003-04 Targets	2003-04 Results
	Participant Hours 2000-01 Baseline participant hours were 295,367	**346,350**	**294,138**
	Number of Gráduates/Completers from Credit Programs 2000-01 Baseline: 92% of students enrolled in Technical Programs graduated 71% of students enrolled in ABE accomplished their personal goal.	**92% Tech** **75% ABE**	**80% Tech** **64% ABE**
	Number of Exams Invigilated: 2000-01 Baseline: 172	**200**	**330**
	Job Start/Future Skills Investment 2000-01 Baseline $281,666	**$160,000 (shadow allocation)**	**$147,826**

GOAL	2. Create More Community Involvement by:	
OBJECTIVES	2.1 Partnering to identify and address needs of Aboriginal people and other equity groups, and to increase participation in programs and services from equity group members. 2.2 Being a meaningful contributor to Community Development.	**KEY/MAJOR INITIATIVES** Initiatives that were intended to achieve College targets 1. Increased participation by equity group members in all program areas. 2. Partnered with Aboriginal organizations to deliver on reserve programs. 3. Increased involvement in community events and activities. 4. Promoted the RNA report to various stakeholders throughout the region. 5. Acted as tri-chair for Sask. Labour Market Network.

PERFORMANCE MEASURES	Measures	2003-04 Targets	2003-04 Results
	1. Number of Full Load Equivalents in credit/non credit courses:		**136.14 FLE** **164.03 FLE** **35.26 FLE** **82.72 FLE** **418.14 FLE**
	2. Number of Scholarships and Bursaries 2001/02 Baseline: 27 scholarships for $15,000.		
	Number of Scholarships Value of Scholarships	**27** **$15,000**	**28** **$14,300**

	Measures		2003-04 Targets	2003-04 Results
	3. Equity statistics: registered, graduated, employed. 2000-01 Baseline for Adult Basic Education and Technical Credit Programs:			
	Registered:			
	Aboriginal:	50%	50%	26 %
	Disabled:	7%	7%	3 %
	Youth:	53%	53%	37 %
	Visible Minority:	3%	3%	1 %
	Graduated/Completed:			
	Aboriginal:	26%	26%	24 %
	Disabled:	4%	4%	4 %
	Youth:	39%	39%	26 %
	Visible Minority:	2%	2%	1 %
	Employed :			
	Aboriginal:	19%	19%	9 %
	Disabled:	17%	17%	3 %
	Youth:	12%	12%	26 %
	Visible Minority:	0%	0%	1 %
	Further Training:			
	Aboriginal:	N/A	N/A	43 %
	Disabled:	N/A	N/A	3 %
	Youth:	N/A	N/A	31 %
	Visible Minority:	N/A	N/A	3 %

Comments: *These results are calculated based on the Basic Education and Institutional Quick Response credit programs follow up reports, and therefore, include only those programs in the results. Targets were not set in the 2003/04 Business Plan for the* ***Further Training*** *category. These figures have been provided as additional information.*

Percentages in the Results column reflect the percentage of the total enrollment in each category. For example, 26% of the total enrollment in these programs were aboriginal. 24% of the total who graduated, were aboriginal, and 9% of the total employed, were aboriginal.

GOAL	3. Incorporate Technological Tools by:	
OBJECTIVES	3.1 Enhancing distance delivery by incorporating Technology Enhanced Learning into College program delivery. 3.2 Implementing an IT strategy.	**KEY/MAJOR INITIATIVES** Initiatives that were intended to achieve College targets
		1. Implemented the TEL action plan throughout the College. 2. Participated in the development and implementation of the TEL initiative at the provincial level. 3. Implemented an IT Strategy, including a staff and instructor training plan in effective utilization of technology and an annual review.

PERFORMANCE MEASURES	Measures	2003-04 Targets	2003-04 Results
	1. Student access to computers 2001/02 Baseline: Offerings that are computer based: 140 Offerings that have scheduled computer access: 17	 150 20	 175 16

Comments: *There continues to be an increase in the number of computer based courses. This is due largely to the Technology Enhanced Learning initiative that assists the College in providing more access to the technology used in learning.*

GOAL	4. Insist Upon Quality Assurance by:	
OBJECTIVES	4.1 Being leaders in training for business and industry, Human Resource Planning. 4.2 Implementing a SIS strategy to ensure that SIS is used effectively and efficiently, and that College business practices are adapted to the new system. 4.3 Implementing practices that focus on quality. 4.4 Addressing the need for quality space. 4.5 Increasing the College's visibility throughout the region.	**KEY/MAJOR INITIATIVES** Initiatives that were intended to achieve College targets 1. Participated in the implementation of the action plan for PLAR. 2. Enhanced professional development activities for College employees. 3. Effectively implemented the provincial Student Information System and other related administrative systems. 4. Implemented Provincial Agreement System (PAGS). 5. Evaluated Learning Center Coordinators model. 6. Initiated the development of a shared facility with community partners in Nipawin. 7. Developed an expanded 5-year capital plan. 8. Created more public awareness of the College throughout the region. 9. Participated in system wide marketing and public relations initiatives in conjunction with ASRC.

PERFORMANCE MEASURES	Measures		2003-04 Targets	2003-04 Results
	1. Registration, Graduation, and Employment rates: 2000/01 Baseline:			
	Registration:			
	Technical programs:	153	155	205
	Adult Basic Education:	139	180	233
	Graduation/Completion:			
	Technical programs:	92%	92%	80%
	Adult Basic Education:	71%	75%	64%
	Employment: *(% of completers employed)*			
	Technical programs:	69%	75%	84%
	Adult Basic Education:	38%	40%	24%
	2. Further Training:			
	Technical programs:	5%	10%	3%
	Adult Basic Education:	46%	55%	39%
	3. Student Satisfaction Survey: (Excellent and Very Good Ratings)		80%	82%

ADULT BASIC EDUCATION CREDIT PROGRAMS

Adult Basic Education (ABE) Credit programs are designed for adults who did not complete their education in the regular school system. The following programs and services were offered in 2003/04:

- Adult 5-10
- Adult 12
- GED 12
- GED testing

These programs provide learning opportunities designed to:

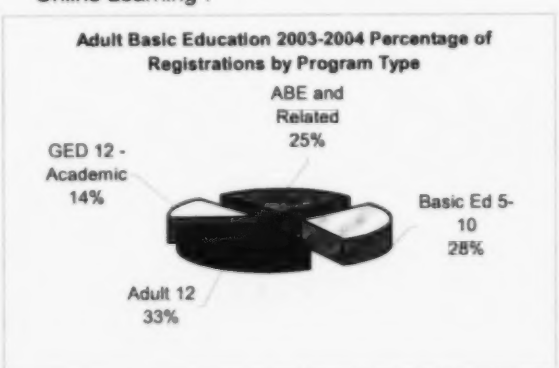
- Acquire and develop literacy and numeracy skills.
- Acquire the necessary academic pre-requisites in preparation for access to further post-secondary education and skills training opportunities, as well as employment and workplace training opportunities.
- Develop living and social skills.
- Acquire and develop English language skills.

Adult 5-10 and 12 Programs:

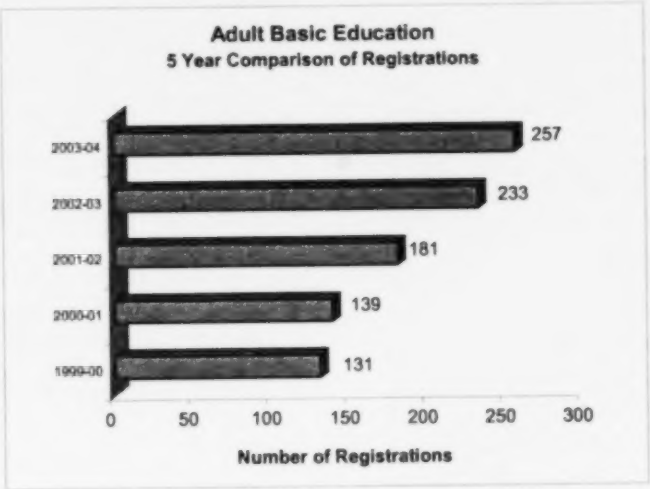
Cumberland Regional College offered full-time ***Adult 5-10 and 12*** programs in Melfort, Nipawin, Tisdale, and Hudson Bay during the 2003/04 academic year. A full-time Adult 5-10/GED program was also offered at James Smith First Nation.

2003/04 Program Highlights:

- Adult Basic Education and Related programs reached the highest number of enrollments ever recorded at Cumberland Regional College in 2003/04, with a total enrollment of **257** students enrolled in Adult 5-10, Adult 12, GED Preparation and ABE and Related programs.
- **38** students received Adult 10 certificates and **30** were awarded Adult 12 certificates.
- All Adult 5-10 students in Melfort, Nipawin, Tisdale, Hudson Bay and James Smith participated in a six-week Academic Readiness program.
- Chemistry 20 & 30 were offered via videoconference with an instructor in Nipawin connecting with Melfort and Tisdale students.
- A block of career counselling was provided at the beginning of the Adult 12 program.
- All students had access to local counselling services.
- Support was provided for special needs students by hiring part-time tutors at the four centers and by contracting the services of a learning specialist, when required.
- Cumberland Regional College instructors, counsellors and coordinators participated in Adult Basic Education Redesign workshops. All Grade 10 Social Studies instructors participated in piloting the new curriculum.
- Partnered with SIAST to pilot the online course, "Introduction to Computers and Online Learning".


Adult Basic Education 2003-2004 Percentage of Registrations by Program Type
ABE and Related 25%
GED 12 - Academic 14%
Basic Ed 5-10 28%
Adult 12 33%

The majority of the College's Adult Basic Education students are enrolled in Adult 12.



In 2004/2005 Cumberland Regional College plans to:

- Expand video conferencing delivery from Chemistry 20 and 30 to include General Math A 30.
- Continue partnering with local school divisions to offer programming for students aged 18 to 21.
- Provide training for Adult Basic Education instructors to enhance their instructional methods by using the available technology to its full capacity.
- Maximize learning opportunities for part-time students to enter into Adult Basic Education programs.
- Continue to support special needs students by providing access to part-time tutors and the services of a learning specialist.
- Continue working with aboriginal groups to develop Adult 5 –10 and Adult 12 programs designed to meet the needs of their people.

Trends:

- Capacity and the demand for Adult 5-10 and 12 programming continue to impact the College. The low education level and long waiting lists demonstrate the need for increased Adult 5-10 and 12 programming in the region.
- Clients of Adult 5–10 and 12 programs continue to be comprised of the following groups:
  - First Nations
  - Metis
  - Social Assistance Recipients
  - Youth
  - Unemployed
  - Adults facing barriers to employment
  - Adults seeking education for self-improvement

Adult Basic Education students conduct research to develop career plans.

GED Testing:

Many adults who did not complete high school acquire skills through experience, reading, and other informal learning. The ***General Education Development (GED)*** testing program is designed to determine the skill level of these adults, in comparison to high school graduates. Participants view the high school equivalency diploma as a recognized credential that provides opportunities for employment, advancement, and future training.

Saskatchewan residents who are 18 years of age or older can attain a Grade XII equivalency certificate by accessing the ***General Education Development*** preparation classes and testing services. Five standardized tests measure the major skills that are considered to be the lasting outcomes of high school. The five examinations are in the following categories:

1. Language Arts, Writing Skills
2. Language Arts, Reading
3. Social Studies
4. Science
5. Mathematics

Program Objectives:

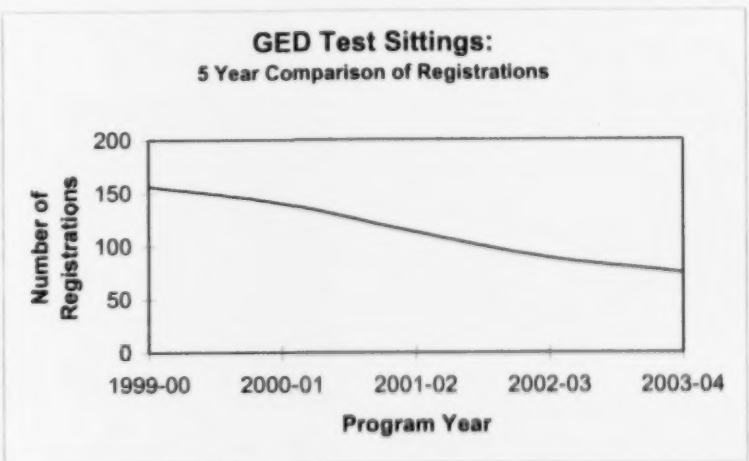
- To ensure that GED testing is offered consistently throughout the region.
- To accommodate requests from community organizations to offer special test sittings.
- To ensure that adults in the northeast region have access to GED testing services.

2003/04 Program Highlights:

- **75** people wrote the GED exams during 2003/2004.
- **15** test sittings were offered during the year, including two special test sittings.
- Cumberland Regional College continued to provide training for examiners.

Trends:

- Although demand peaked in 1999-2000 due to the new exam series, the need for GED testing continues to be relatively high throughout the region.
- A number of local employers require a Grade XII or equivalent as a prerequisite to employment.



ADULT BASIC EDUCATION NON-CREDIT PROGRAMS

Adult Basic Education non-credit programs are designed to assist adults in acquiring the knowledge and skills needed for employment, to prepare them for further academic studies, and to enhance their living and social skills. In order to meet the education, training, and employment needs of the region, the following non-credit programs and services were offered in 2003/2004:

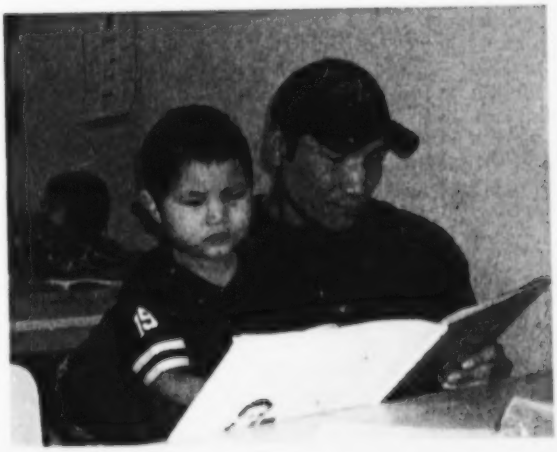
- Literacy
- English as a Second Language Training
- Employability/Life Skills

In the ***Literacy Program*** learners from all parts of the region work at various skill levels to improve their basic reading, writing, numeracy, and English as a Second Language (ESL) skills.

Employability and Life Skills programs are also offered through projects with partners and funding agencies.

2003/2004 Program Highlights:

- **70** learners improved their literacy skills by participating in various literacy programs.
- Cumberland Regional College tutors provided ***group literacy sessions*** twice a week at the four learning centers.
- A ***Family Literacy program*** was offered in Nipawin with support from ***Saskatchewan Learning*** and ***Kids First.***
- Basic Education students from Melfort, Nipawin, Tisdale, Hudson Bay and James Smith helped plan and deliver a ***Family Literacy Day*** event.



An Adult Basic Education student helping his child with a Family Literacy Day activity.

- An ***Employment Supports for Persons with Disabilities*** program was delivered to 9 students in Nipawin.
- An ***ESL program*** was offered during the summer months in Melfort.
- Cumberland Regional College partnered with the **Regina Public Library** and the **Saskatchewan Literacy Network** on the development of an ***ESL tutor training package.***
- A ***Collective Kitchens program*** was offered in Melfort in partnership with the Kelsey Trail Health District.
- Promoted activities associated with a number of special literacy days (i.e. International Literacy Day).

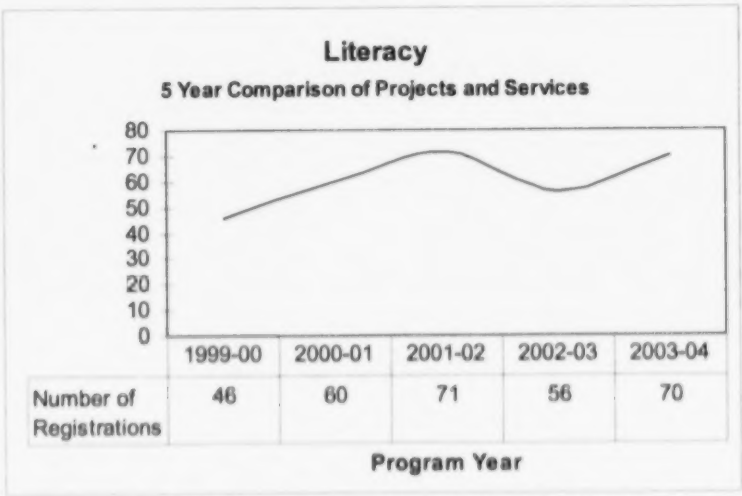
In the upcoming year, the College plans to:

- Provide access to group literacy tutorial sessions throughout the region.
- Actively recruit new tutors and learners.
- Market the literacy program to businesses, community groups and other agencies
- Build partnerships with community organizations to enhance the delivery of literacy programming.
- Apply for funding to offer a Family Literacy program.
- Provide ESL instruction through learning centre activities and the volunteer tutor program.
- Participate in ABE Redesign Level I and II workshops.
- Acknowledge tutor and learner participation.
- Provide services to learners in need of further assessment or external supports such as access to EAPD funding.
- Develop an internal process to handle volunteer tutor intake and orientation.
- Participate in special literacy day events (i.e. Family Literacy Day, International Literacy Day).
- Maintain provincial contact with other literacy organizations by attending provincial meetings and workshops.

A volunteer tutor working with an ESL learner.

Trends:

- Statistics indicate a high need for literacy in the region with approximately 21% of the working age population having less than a grade 9 education compared to the provincial average of 13%
- A significant number of Adult Basic Education applicants require preliminary skill development in order to be successful in the Adult 5-10 program.
- Recruitment for literacy programming continues to be a major issue as many learners face multiple barriers, such as, childcare and transportation problems.



Literacy enrollments have remained relatively stable the last 5 years.

SKILLS TRAINING CREDIT PROGRAMS

Skills Training credit programs are designed to provide training required for jobs in the labour market and to provide equitable access to credit training for rural residents. The amount and types of training provided are identified through a process involving labour market partnerships. These programs are funded through the Saskatchewan Skills Extension Program, Job Start/Future Skills, as well as many industry partnerships. Skills training credit programs include:

- Vocational/Technical: institute credit
- Vocational/Technical: industry credit
- Apprenticeship and Trade

Program Objectives:

- To provide accredited full-time and part-time technical and vocational skill training opportunities to adults in the College region.
- To provide upgrading of technical and vocational skills to employees and employers.
- To provide retraining to adults as a result of changing economic conditions, new employment opportunities, business and industry closure or reorganization, and changing career goals.
- To increase access and make skills training more timely and relevant to industry and community employment needs.
- To assist low income learners to access training close to home.
- To work with ***Job Start/Future Skills*** to provide a pool of skilled labour for business and industry in the region.
- To provide training for potential business and industry considering locating in the region.
- To provide training to individuals who are currently unemployed in order to develop their skills to find sustainable employment.
- To work in co-operation with **First Nations** and **Métis** groups in the College region.
- To promote equity, fairness, and diversity.

2003/04 Program Highlights:

- Truck Driver Training for Farmers was offered in a number of locations across the College region. With the need for off farm income we expect this trend to continue.
- The ***Practical Nursing*** program was again delivered in Melfort in partnership with the **Kelsey Trail Health Region**. Requests for the delivery of this program have been increasing with each additional intake.
- The College forged several partnerships with local businesses and industry to deliver a variety of part-time credit training to employees. Included were ***Basic Computer Applications, Entrepreneurship and Small Business, Pesticide Applicator, WHMIS, Steam Engineering*** and ***First Aid/CPR*** credit training.
- **Home Care/Special Care Aide** was delivered in the Nipawin area and housed at the Codette school. Students continue to have a number of opportunities for employment upon completion of the program.
- The ***Early Childhood*** program was offered in the Melfort area in response to required licensing regulations for the region.

Truck Driver Training student learning about truck maintenance.

Trends:

- The college continues to research the opportunities for maximizing the use of technology and distance education opportunities to deliver credit training.
- With the ongoing crisis in the Agricultural sector we will see a number of producers looking for training linked to employment in the region.

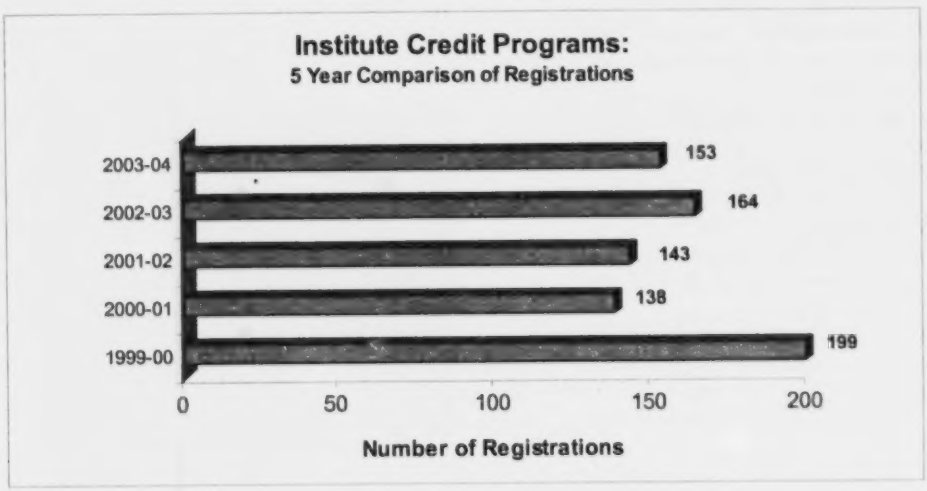
Future Plans:

- Cumberland Regional College plans to develop stronger partnerships with aboriginal organizations to assist in the delivery of training.
- Cumberland Regional College plans to continue developing additional partnerships with industry, which will in turn increase the number of training and employment opportunities for adults in the College region.
- The College will continue to focus on local labour market needs in planning programs across the region.
- The College will continue to focus on trades related training linked to apprenticeship.

Willing to Work Project

This project in partnership with HDSDC provided job readiness training and an opportunity to experience the workplace environment for unemployed youth in the Northeast region.
The desired outcome of this program was to give participants the opportunity to prove themselves in the workplace and become employed long term.
We were very pleased with the uptake on the program and it's results.

The program was positively received resulting in over subscription to the program. The follow-up survey indicated more than 80% of participants being retained in their respective employment positions.



These figures do not include SIAST SCN enrollments or Job Start/Future Skills clients.

Graduates of the welding programs find employment in the region in both large industry and small, independent shops.

Job Start/Future Skills:

Workbased training is provided largely through the Job Start/Future Skills program. This program is designed to provide Saskatchewan businesses with an opportunity to train on-site in order to expand their businesses. Training is recognized through institutional credit, industry credit or through the Apprenticeship and Trade Commission, depending on the needs of the individual program.

Trends:

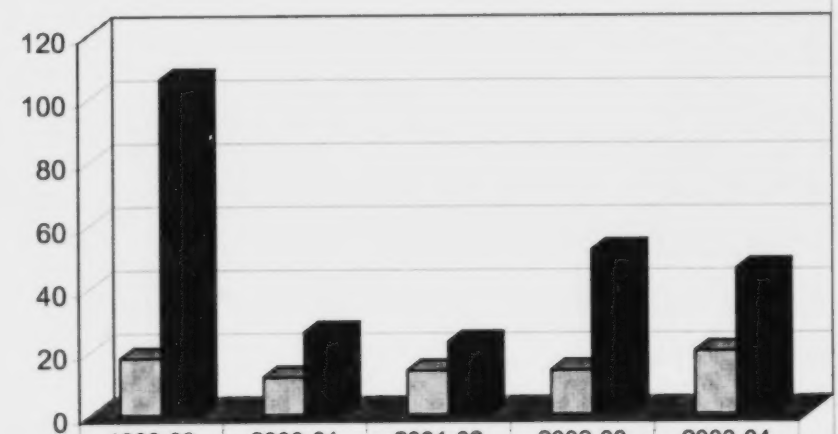
- Most projects tend to be with smaller businesses, generally involving one to five trainees.
- Applications tend to be accessed in the spring and fall periods in this region.
- Past employer applicants tend to be our marketing strategy.

2003/04 Program Highlights:

- Partnerships with Saskatchewan Agriculture and Food have resulted in a number of projects throughout the region. The Green Certificate provides the bulk of the Agricultural certification.
- Hog barns in the region have been a substantive employer.
- The expansion of the Co-op's in the region has resulted in a number of Deli operator projects.
- The Pre-Apprenticeship Training project offered by the College, increased the awareness levels of workbased training, trades, and apprencticeship opportunities in the region.

Job Start Future Skills

5 Year Comparison of Programs and Registrations



	1999-00	2000-01	2001-02	2002-03	2003-04
Number of Programs	18	12	14	14	20
Number of Registrations	106	26	23	52	46

2003-04 only includes completers. Previous years include enrollments.

Since 1999-00 the College has trained 253 people in 78 projects in the Job Start/Future Skills Program.

SKILLS TRAINING NON-CREDIT PROGRAMS

Skills Training Non-Credit programs provide quality lifelong learning opportunities to adults of the region through direct programming and brokerage. Non-credit programs include the areas of business and industry, community and individual, and personal interest courses.

Program Objectives:

- To work collaboratively in assessing the training needs of individuals, businesses and industries in the region and develop programming to meet the identified needs.
- To expand relationships with specific target groups including business, industry, First Nations and Metis and to develop and deliver training to meet their needs.
- To utilize technology to enhance learning and increase accessibility.

2003/2004 Program Highlights:

- Provided a series of computer instructor in-services for orientation on new technology and for information sharing.
- Delivered training for the **Rural Saskatchewan Older Workers Project.**
- Industry Non-Credit programming was delivered to local businesses and industries such as Weyerhaeuser, Agriculture Canada, Tec-Water Supplies, and Bunge Canada.
- Community/Individual Non-Credit courses were offered to learners at James Smith First Nations.
- Technology was utilized to enable individuals to access local training, instructor, tutor and technical support at a distance.
- In 2002-03 27 individuals enrolled in on-line training through ***Education To Go.*** This number has risen to 53 in 2003-04.

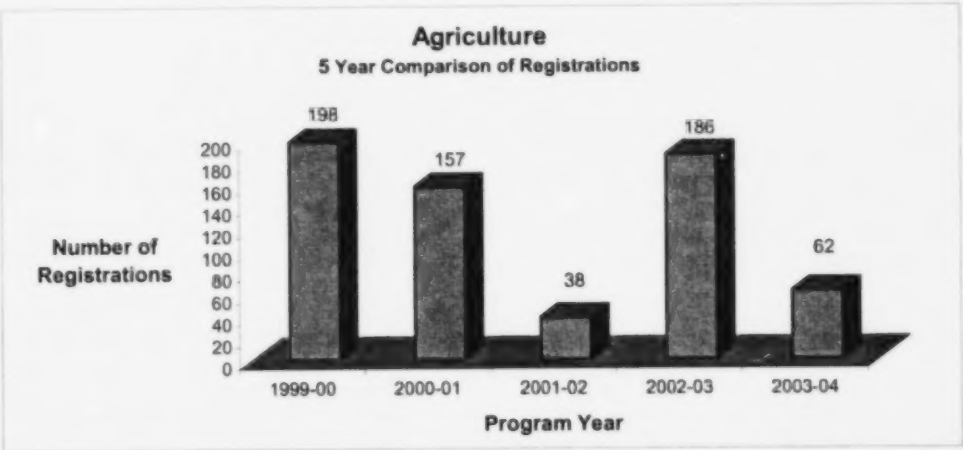
Future Plans:

- To network with the business, industry and aboriginal communities to ensure learning needs are met.
- To meet the needs of the Water and Wastewater Management sector by providing training and exam invigilation.
- To work in co-operation with Saskatchewan Agriculture, Food and Rural Revitalization, ADD Boards, and other agricultural agencies to determine training needs and work jointly on the delivery of Regional Workshops.
- To explore an industry standard certification program that would provide learners with baseline computer skills for the workplace and/or education programs.

Computer courses remain the most frequently offered non-credit skill training delivered by the College.

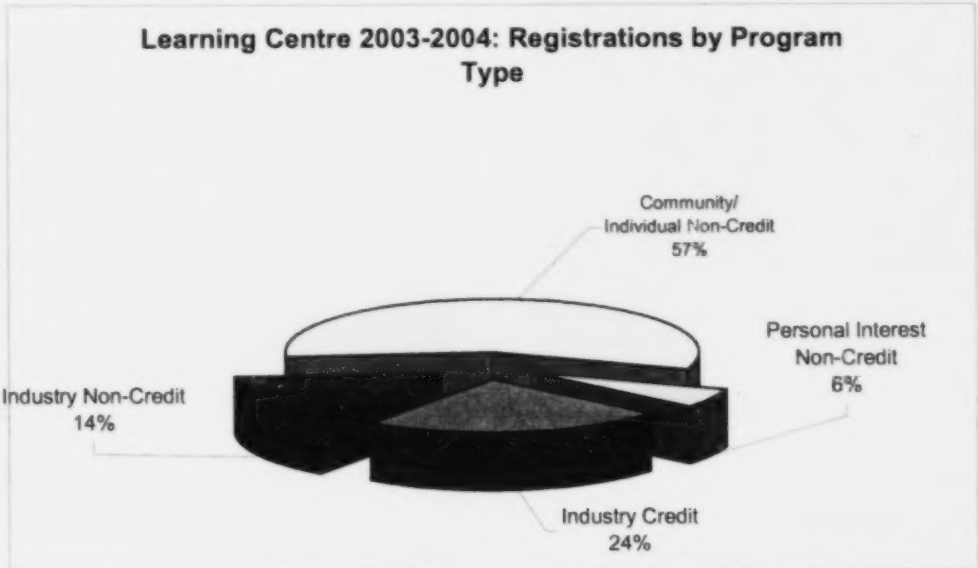
Trends:

- We see an increasing trend for individualized training, particularly for sponsored programs through Career and Employment Services, Workers' Compensation or special projects.
- As the population ages, a higher number of our participants are Seniors.



Agriculture program enrolments have decreased over the last year, due largely to the decrease in net farm income.

Many of the programs and courses offered to farmers involve obtaining industry credit or licensing required for their farm operations.


Learning Centre 2003-2004: Registrations by Program Type
Community/ Individual Non-Credit 57%
Personal Interest Non-Credit 6%
Industry Non-Credit 14%
Industry Credit 24%

The opportunity for growth lies within the Industry Credit and Industry Non-Credit Programs.

UNIVERSITY PROGRAMS

The ***University Program*** provides students in the Cumberland Regional College area with a variety of courses from the **University of Saskatchewan** and the **University of Regina**. These courses are delivered by several modes including face-to-face, audio-conferencing, tutor-enhanced, web-based, and televised via the **Saskatchewan Communications Network (SCN)**.

Students have access to a number of services to ensure their university experience is successful. The College offers the following services free of charge to students:

- Academic Counselling
- Bookstore Services
- Career Counselling
- Computer Access
- Library Access
- Scholarship & Bursary Program
- Study Skills Workshops
- Writing Centre

Program Objective:

To offer a wide range of first and upper year university credit courses using a variety of delivery methods, program options, and delivery agents.

University of Saskatchewan Biology 110.6 students.

University of Saskatchewan televised English 110.6 students and proctor.

Trends:

- The University of Saskatchewan and University of Regina continue to increase the number of web-based course offerings available for distance education learners.
- University enrollments remain relatively stable.
- Since the transferability of credits between the provincial universities has increased, more students are registering for courses from both institutions.

2003/04 Program Highlights:

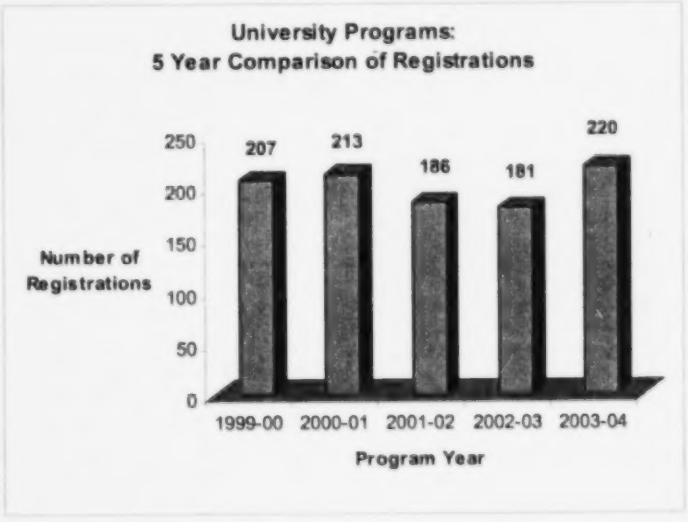
- **44** university courses were offered throughout the year with **220** registrations.
- Televised courses were available at **six** different locations throughout the region (Melfort, Tisdale, Nipawin, Hudson Bay, Choiceland and Carrot River).
- Psychology 110.6 was offered via videoconference with an instructor in Melfort connecting to students at the Nipawin site.
- **12** university students were awarded **$9500** in scholarships and bursaries.
- The College participated on the University of Saskatchewan's Regional Advisory Committee.
- Marketing the university program remained a priority.
- The retention rate for first year university is 94%

Future Plans:

In 2004/05 the College plans to:

- Continue to offer a variety of courses from the **University of Saskatchewan**, using a range of delivery methods including traditional, audio conferencing, televised, tutor enhanced independent studies, web-based and videoconferencing.
- Continue offering a variety of televised, online and face-to-face courses from the **University of Regina**.
- Increase the number of university enrollments by a minimum of 10%.
- Continue to give high priority to the marketing of the university program to recent high school graduates.
- Actively recruit First Nations and Metis students for university studies.

The Psychology 110.6 instructor lectured in Melfort and connected with the Nipawin students via videoconference.



The number of University registrations has remained stable over the past five years.

LEARNER SERVICES

The primary focus of ***Learner Services*** is to provide programs and services that afford learners the maximum opportunity to succeed. Counselors assist learners through a process of analyzing program and training options, self-assessment, goal setting, career planning, decision making, and critical thinking.

Program Objectives:

- To ensure counsellors are available and accessible to learners in all program areas and to prospective learners.
- To provide services and resources that will assist with the learner's academic achievement and personal well-being, as well as the development of his/her learning and career plans.
- To provide learner support services for distance learners.
- To explore programs and combinations of programs that lend themselves to individual learning methods.
- To adhere to the 12 Learning Principles of Cumberland Regional College.

2003/2004 Program Highlights:

- Delivered Study Skills workshops to students in a variety of programs as well as to individuals.
- Facilitated Career Planning for Basic Education students.
- Programs and services were enhanced to meet the needs of aboriginal learners; examples included participation by students in a Collective Kitchen, invited Elders into the classroom, and coordinated a volunteer program to encourage students to become engaged in the community.
- Provided career and employment services to eight rural sites within the College region in collaboration with CanSask Career & Employment Services.
- Counselors were available live via the College web page 16 hours per week to provide virtual counseling support.
- Counselors worked inter-sectorally to meet the needs of our learners; this is facilitated by participating on local intersectoral committees. The Manager of Learner Services participated as a member of the Nipawin Integrated Services Committee.
- The counselors participated in five days of Fetal Alcohol Spectrum Disorder training. They also became certified in Personality Dimensions.
- Provided counseling for the James Smith First Nation Basic Education program.
- Through the **Willing to Work Project**, funded by HRSDC, assessment and employability skills counseling were provided.
- The Scholarship program awarded a total of 28 scholarships for a total of $14,300.
- Exam Invigilation Services were provided for 330 learners.
- The college continued to use **Employability Assistance for People with Disabilities** (EAPD) funding to support students. The College provided supports to 23 students who had a variety of disabilities. The supports included such things as assessments, tutors, special exam invigilation services, and special materials and supplies.
- Cumberland Regional College was involved with other regional colleges in the development of a provincial strategy with respect to **Recognition of Prior Learning (RPL)**.
- The Saskatchewan Older Workers in Agriculture Pilot Project was completed and the external evaluator found very positive results.
- The College participated, along with the other regional colleges, in the **Rural Saskatchewan Older Workers Project.** Twelve participants completed career plans and undertook a variety of training initiatives.
- The **Links to Lifelong Learning Project,** funded by the Office of Learning Technologies, HRSDC, is researching best practices, with the use

of learning technology, to enable community members to acquire marketable skills and enhance personal and community growth and development. The Tisdale School Division, Kinistin First Nation and Eastern Assiniboine Training and Employment Centre (Eastern Region II Metis Nation) are partners in the project.

- Learner Support was provided through the **Technology Enhanced Learning** initiative. The TEL Services Pilot Evaluation and Performance Measures Report was completed.

Learner support services is an integral part of all Cumberland Regional College programs.

Future Plans:

- To provide student support systems which contribute to aboriginal learning environments and successful completion of programs. Some new strategies will be more of an emphasis on connecting with their cultural activities at the Band level; for example, attending and sponsoring activities during celebrations such as Pow-Wows.
- As a result of the TEL Pilot, we have decided to implement an Educational Technology Team to develop an Educational Technology Plan for the College.
- To participate in the Rural and Northern Saskatchewan Older Workers Pilot Project. Part of this project will include training for the counselors in the use of e-portfolios.
- To work towards increasing scholarship monies for our learners.
- To participate in the Canadian Agricultural Skills Services project within the Renewal Program of the Agricultural Policy Framework.

Statistics:

Cumberland Regional College counselors provided career, academic, financial and personal counseling for 4958 contacts in 2003/2004; learner support for services such as exam invigilation, tutor matching and study skills was provided for 1728 individuals.

In February of 2004, Cumberland Regional College awarded $14,300 in scholarships and bursaries to students enrolled in University, Technical, and Basic Education programs.

Basic Education Graduates

Learner Services provides many student services such as assistance with graduation.

Trends:

- The need for Learner Support continues to increase as we strive to meet the needs of the individual and the workforce.
- College counselors are excellent examples of the lifelong learner as they continually update their skills to keep pace with counseling techniques, program options, special projects and technology in order to assist the learner.

Human Resources

Cumberland Regional College did not experience any major changes in terms of human resources during 2003/04. All staff position fluctuations were due to the ending or beginning of term projects; therefore, core staff did not change. The College continues to operate four offices in the following locations:

Nipawin (501-6th Street East)
Box 2225
Nipawin, SK
S0E 1E0
(306) 862-9833

Tisdale (800-101st Street)
Box 967
Tisdale, SK
S0E 1T0
(306) 873-2525

Melfort (400 Burns Avenue East)
Box 2320
Melfort, SK
S0E 1A0
(306) 752-2786

Hudson Bay (501 Prince Street)
Box 207
Hudson Bay, SK
S0E 0Y0
(306) 865-2175

In terms of policy development, no new human resources policies were introduced in 2003/04, although several were reviewed by both staff and Board.

The Conflict of Interest, Employee and Family Assistance, Performance Appraisals for Administration Employees, and the Out of Scope Personnel policies were reviewed, some minor modifications were made. A priority for the College is the development of an Employment Equity Plan and ensuing policy.

Cumberland Regional College Staff 2003-2004

Administrative Staff

Valerie Mushinski ..... Chief Executive Officer
Leslee Serack ..... Director of Finance
Dara McMunn ..... Director of Development
Jennifer McBain ..... Executive Assistant/Secretary to the Board
Beverly Bothorel ..... Accounting Clerk
Debbie Grassing ..... Accounts Payable/Receivable Clerk

Program Staff

Bonny Bayne	SCN Attendant
Brenda Mellon	Manager, Adult Education/Literacy/University
Carmen McRae-Ewen	SCN Attendant
Corinne Lam Ma	Counsellor, Learner Services
Cory Teale	Information Technology Analyst
Debbie Turgeon	Registrar
Debbie Zazelenchuk	Learning Centre Coordinator
Diane Muir	SCN Attendant
Donelda Brady	Program Secretary
Dorothy Cropper	Older Worker's Project Coordinator
Elaine Valleau	Counsellor, Learner Services
Eleanor Wiebe	Receptionist
Gloria Rommel	SCN Attendant/Clerical
Ian Anderson	Information Technology Assistant
Jean Lidster	Links Project Coordinator
Jennifer Stolearcius	Program Secretary
Joy Solsten	Manager, Technical, Future Skills and Agriculture
Julie Bedel	Manager, Learner Services
Kathie Jones	Technical/Vocational/Future Skills Coordinator
Kirk Kezema	Instructional Technology Consultant
Laurie Nielsen	Learning Centre Coordinator
Linda Kerslake	Counsellor, Learner Services
Lori Constant	Basic Education Counsellor/Tutor
Lynda McPhee	Manager, Program Development
Margaret Elchuk	SCN Attendant
Myra Paslowski	Receptionist
Pat Zales	Program Assistant
Randy Joinson	Work Experience Coordinator
Sandra Stephenson	Learning Centre/Future Skills Coordinator
Sherilyn Coates	Counsellor, Learner Services
Sonia Bergen	SCN Attendant
Terry Bradshaw	SCN Attendant
Trudi Webster	Learning Centre Coordinator

Instructional Staff

Andrea Staples	Practical Nursing Instructor
Anne Boxall	Home Care/Special Care Aide Instructor
Beth Goertzen	Basic Education Instructor
Cara Deobald	Basic Education Instructor
Darcy Neufeld	Learning Centre Tutor
Darrell Collins	Learning Centre Tutor
Dennis Wiebe	Basic Education Instructor
Dorthy Allen	Basic Education Instructor
Jack Pryor	Basic Education Instructor
Jack Pryor	Pre-Employment Welding/ECE Instructor
Janice Dyck	Basic Education Instructor
Jeannine Hinrichsen	Practical Nursing Instructor
Jim Kulpa	Basic Education Instructor
John Hoess	Basic Education Instructor
Kirk Kezema	Teacher Assistant/ECE Instructor
Laurie Nielsen	Learning Centre Tutor
Linda McAuley Elliott	Basic Education Instructor
Mike Hardwicke	Basic Education Instructor
Myrne Boe	Basic Education Instructor
Norma Stephanson	HC/SCA / ESPD Instructor
Pat Heide	Teacher Assistant Instructor
Sandie Neely	ECE Instructor
Sherrie Kirkland	Practical Nursing Instructor
Sherry Humphries	Basic Education Instructor

CUMBERLAND REGIONAL COLLEGE
Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Neumann & Neumann Chartered Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

Chief Executive Officer

Director of Finance

September 23, 2004
Date

Neumann & Neumann
Chartered Accountants

Board of Directors
Cumberland Regional College
Nipawin, Saskatchewan

AUDITORS' REPORT

We have audited the statement of financial position of Cumberland Regional College as at June 30, 2004 and the statements of operations, changes in net assets and cash flows for the year then ended. The College's management is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2004 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Chartered Accountants

September 3, 2004
Nipawin, Saskatchewan

CUMBERLAND REGIONAL COLLEGE

FINANCIAL STATEMENTS

JUNE 30, 2004

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF FINANCIAL POSITION
AS AT JUNE 30, 2004

Statement 1

	2004			2003
	Operating	Capital	Total	Total
ASSETS				
Current Assets				
Cash	$1,443,742	$ 350,634	$1,794,376	$1,416,291
Accounts receivable (note 3)	190,422	--	190,422	169,372
Prepaid expenses	17,398	--	17,398	18,970
	1,651,562	350,634	2,002,196	1,604,633
Investments (note 4)	100,000	--	100,000	350,000
Capital Assets (note 5)	--	834,818	834,818	893,800
	$1,751,562	$1,185,452	$2,937,014	$2,848,433
LIABILITIES				
Current Liabilities				
Accrued salaries and benefits	$ 99,677	$ --	$ 99,677	$ 101,289
Accounts payable and accrued liabilities (note 7)	107,112	--	107,112	57,941
Unearned revenue (note 8)	624,192	--	624,192	628,393
	830,981	--	830,981	787,623
NET ASSETS				
Invested in capital assets	--	834,818	834,818	893,800
Restricted (note 9)	810,581	350,634	1,161,215	1,057,010
Unrestricted	110,000	--	110,000	110,000
	920,581	1,185,452	2,106,033	2,060,810
	$1,751,562	$1,185,452	$2,937,014	$2,848,433

APPROVED ON BEHALF OF THE BOARD

_____ Director

_____ Director

See accompanying notes

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF OPERATIONS
FOR THE YEAR ENDED JUNE 30, 2004

Statement 2

	Operating			Capital		Total	
	2004 Budget (Note 11)	2004	2003	2004	2003	2004	2003
Revenues (Schedule 1)							
Provincial Government	$2,952,367	$2,778,381	$2,914,944	$ --	$ --	$2,778,381	$2,914,944
Federal Government	--	123,922	44,685	--	--	123,922	44,685
Other Revenue	691,641	935,732	803,577	--	--	935,732	803,577
Total revenues	3,644,008	3,838,035	3,763,206	--	--	3,838,035	3,763,206
Expenses (Schedule 2)							
Agency Contracts	526,640	613,478	619,532	--	--	613,478	619,532
Amortization	--	--	--	132,182	136,643	132,182	136,643
Equipment	104,596	80,684	82,188	--	--	80,684	82,188
Facilities	155,472	179,265	168,553	--	--	179,265	168,553
Information Technology	44,825	25,195	34,394	--	--	25,195	34,394
Operating (Schedule 3)	474,462	401,079	407,666	--	--	401,079	407,666
Personnel Services	2,455,383	2,360,929	2,377,931	--	--	2,360,929	2,377,931
Total expenses	3,761,378	3,660,630	3,690,264	132,182	136,643	3,792,812	3,826,907
Excess (deficiency) of revenues over expenses	$ (117,370)	$ 177,405	$ 72,942	$ (132,182)	$ (136,643)	$ 45,223	$ (63,701)

See accompanying notes

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2004

Statement 3

	2004				2003
	Invested in capital assets	Restricted	Unrestricted	Total	Total
Net assets, beginning of year	$ 893,800	$1,057,010	$ 110,000	$2,060,810	$2,124,511
Excess (deficiency) of revenue over expenses	(132,182)	--	177,405	45,223	(63,701)
Interfund transfers:					
Investment in capital assets	73,200	--	(73,200)	--	--
Internally imposed restrictions	--	104,205	(104,205)	--	--
Net assets, end of year	$ 834,818	$1,161,215	$ 110,000	$2,106,033	$2,060,810

Restricted Details: (note 9)

	Balance, beginning of the year	To Restricted	From Restricted	Balance, end of the year
Internally Restricted				
Student Services	$ 1,125	$ --	$ (1,125)	$ --
Professional Development	10,000	21,974	(6,320)	25,654
Personal Professional Development	15,654	--	(15,654)	--
Programs	654,584	146,536	(16,194)	784,926
Capital	225,647	46,186	(71,198)	200,635
Nipawin Facility	150,000	--	--	150,000
	$1,057,010	$ 214,696	$ (110,491)	$1,161,215

See accompanying notes

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2004 Statement 4

	2004	2003
Cash flows from operating activities		
Excess (deficiency) of revenue over expenses	$ 45,223	$ (63,701)
Amortization of capital assets	132,182	136,643
Net change in non-cash working capital (note 10)	23,880	(152,184)
	201,285	(79,242)
Cash flows from investing activities		
Purchase of capital assets	(73,200)	(79,353)
Decrease in investments	250,000	--
	176,800	(79,353)
Net increase (decrease) in cash	378,085	(158,595)
Cash, beginning of year	1,416,291	1,574,886
Cash, end of year	$1,794,376	$1,416,291

See accompanying notes

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING FUND REVENUES BY FUNCTION
FOR THE YEAR ENDED JUNE 30, 2004

Schedule 1

	2004										
	General	Skills Training		Basic Education		University	Services			2004 Budget	2003 Total
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total		
Provincial Government											
Saskatchewan Learning											
Operating grant	$1,368,523	$ --	$ --	$ --	$ --	$ --	$ --	$ --	$1,368,523	$1,421,193	$1,304,283
Program payments	--	850,625	7,446	387,461	45,000	--	29,958	--	1,320,490	1,438,224	1,397,131
Other	9,424	--	--	--	4,906	--	17,549	17,949	49,828	--	125,367
	1,377,947	850,625	7,446	387,461	49,906	--	47,507	17,949	2,738,841	2,859,417	2,826,781
Other Provincial	--	--	--	--	--	--	--	39,540	39,540	92,950	88,163
	1,377,947	850,625	7,446	387,461	49,906	--	47,507	57,489	2,778,381	2,952,367	2,914,944
Federal Government											
Admin recovery	--	--	--	--	--	--	--	--	--	--	--
Seat purchases	--	--	--	--	--	--	--	--	--	--	--
Projects	--	--	--	--	--	--	120,872	--	120,872	--	29,685
Other	3,050	--	--	--	--	--	--	--	3,050	--	15,000
	3,050	--	--	--	--	--	120,872	--	123,922	--	44,685
Other Revenue											
Admin recovery	3,933	--	--	--	--	--	--	--	3,933	8,362	14,501
Contracts	33,363	46,270	8,910	256,111	954	2,053	687	--	348,348	194,343	346,023
Interest	74,007	--	--	--	--	--	--	--	74,007	75,000	73,612
Rents	4,429	--	--	--	--	--	--	4,429	--	1,500	
Resale Items	553	32,737	15,214	--	1,453	25,405	--	--	75,362	103,000	78,139
Tuitions	--	190,097	78,740	--	4,012	4,176	4,718	--	281,743	302,036	263,268
Other	20,684	13,138	1,477	--	24,371	62,725	25,515	--	147,910	8,900	26,534
	136,969	282,242	104,341	256,111	30,790	94,359	30,920	--	935,732	691,641	803,577
Total revenue	1,517,966	1,132,867	111,787	643,572	80,696	94,359	199,299	57,489	3,838,035	3,644,008	3,763,206
Total operating fund expenses (Schedule 2)	1,432,321	943,750	99,374	454,685	98,705	177,079	319,696	135,020	3,660,630	3,761,378	3,690,264
Excess (deficiency) of revenues over expenses	$ 85,645	$ 189,117	$ 12,413	$ 188,887	$ (18,009)	$ (82,720)	$ (120,397)	$ (77,531)	$ 177,405	$ (117,370)	$ 72,942

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING FUND EXPENSES BY FUNCTION
FOR THE YEAR ENDED JUNE 30, 2004

Schedule 2

	2004										
	General	Skills Training		Basic Education		University	Services			2004 Budget	2003 Total
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total		
Agency Contracts	$ --	$ 536,453	$ 11,998	$ 4,017	$ 6,358	$ 16,640	$ 37,633	$ 379	$ 613,478	$ 526,640	$ 619,532
Equipment	61,676	6,876	38	1,883	683	849	9,229	4,101	85,335	104,596	82,188
Facilities	124,165	45,509	368	--	2,816	1,756	--	--	174,614	155,472	168,553
Information Technology	17,866	1,222	1,755	128	--	--	952	3,272	25,195	44,825	34,394
Operating (Schedule 3)	181,333	74,443	41,377	24,320	5,476	45,675	20,713	7,742	401,079	474,462	407,666
Personnel services	1,047,281	279,247	43,838	424,337	83,372	112,159	251,169	119,526	2,360,929	2,455,383	2,377,931
	$1,432,321	$ 943,750	$ 99,374	$ 454,685	$ 98,705	$ 177,079	$ 319,696	$ 135,020	$3,660,630	$3,761,378	$3,690,264
			$1,043,124		$ 553,390			$ 454,716			

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING EXPENSES
FOR THE YEAR ENDED JUNE 30, 2004

Schedule 3

	2004 Budget	2004 Total	2003 Total
Advertising	$ 48,375	$ 49,562	$ 50,382
Association Fees and Dues	8,775	8,146	8,234
Bad Debts	--	--	--
Financial Services	865	837	631
In-Service	13,384	8,513	12,611
Insurance	7,674	8,418	6,925
Materials and Supplies	97,141	60,913	89,724
Postage, Freight and Courier	11,110	13,694	11,960
Printing and Copying	16,900	15,460	16,360
Professional Services	35,400	34,718	13,353
Resale Items	100,000	82,069	72,634
Subscriptions	2,895	1,782	2,582
Telephone and Fax	44,655	43,412	41,361
Travel	73,963	62,169	67,651
Other	13,325	11,386	13,258
	$474,462	$401,079	$407,666

CUMBERLAND REGIONAL COLLEGE

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2004

1. PURPOSE AND AUTHORITY

The Cumberland Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the Colleges is to provide credit and non-credit classroom and vocational training to meet the needs of the regional constituents and industry. The Cumberland Regional College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

(a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

(i) Operating Fund

The operating fund accounts for the College's program delivery, service and administrative activities.

(ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the college after taking into consideration any associated long term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

2. SIGNIFICANT ACCOUNTING POLICIES cont'd

(b) Revenue recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

(c) Capital assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing under $500 are expensed in the current year. Capital assets are amortized on a straight-line basis over their estimated useful lives and is reported as an expense in the capital funds as follows:

Buildings	5%
Leasehold improvements	5%
Furniture and equipment	10% to 33%
Vehicles	20%

(d) Cash

Cash is represented by cash on hand and balances with banks.

(e) Investments

Investments are recorded at the lower of cost and market value.

3. ACCOUNTS RECEIVABLE

Accounts receivable are composed of the following:

	2004	2003
Saskatchewan Learning	$120,905	$105,552
Federal government	6,004	13,467
Other	63,513	50,353
	$190,422	$169,372

4. INVESTMENTS

Investments consist of:

	Interest Rate	Maturity Date	2004	2003
Sask Savings Bond	5.00%	July, 2003	$ --	$250,000
Sask Savings Bond	5.75%	July, 2005	100,000	100,000
			$100,000	$350,000

5. CAPITAL ASSETS

	2004			2003
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Buildings	$ 973,612	$388,445	$585,167	$ 633,848
Leasehold improvements	258,242	96,918	161,324	137,777
Furnishings/ equipment	485,498	397,171	88,327	122,175
Vehicles	23,486	23,486	--	--
	$1,740,838	$906,020	$834,818	$ 893,800

6. LEASE OBLIGATIONS

The College is committed under an annual term lease for office space at the following minimum amount for the next year (exclusive of proportionate increases and additional occupancy costs - the lease is negotiated annually):

2005	$21,250

The College is committed under an operating lease for office equipment as follows:

2005	$24,570
2006	24,570
2007	10,238

7. ACCOUNTS PAYABLE

Accounts payable are composed of the following:

	2004	2003
Province of Saskatchewan	$ 522	$ 454
Federal government	51,677	1,813
Other	54,913	55,674
	$107,112	$ 57,941

8. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2004	2003
Saskatchewan Learning	$624,192	$621,764
Federal Government	--	6,629
	$624,192	$628,393

CUMBERLAND REGIONAL COLLEGE

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2004

9. RESTRICTIONS ON NET ASSETS

During the year the Board of Directors have placed internal restrictions on $214,696 (2003 - $164,677) of unrestricted net assets to be used for various purposes as indicated on Statement 3.

10. NET CHANGE IN NON-CASH WORKING CAPITAL

	2004	2003
Accounts receivable	$ (21,050)	$ 26,535
Prepaid expenses	1,572	(1,330)
Accounts payable, salaries payable and accrued vacation payable	47,559	(82,863)
Unearned revenue	(4,201)	(94,526)
Net increase (decrease) in cash	$ 23,880	$(152,184)

11. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 6, 2003. The Minister approved the budget on June 24, 2003.

12. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

12. RELATED PARTY TRANSACTIONS cont'd

Related party expenses during the year were as follows:

	2004	2003
SaskTel	$ 43,412	$ 47,060
Sask Property Management Corp.	58,070	57,189
University of Saskatchewan	37,361	65,616
University of Regina	2,368	3,177
	$141,211	$173,042

Other transactions with related parties are disclosed elsewhere in these financial statements.

13. FINANCIAL INSTRUMENTS

The College's significant financial instruments consist of cash, accounts receivable, investments, accounts payable and accrued benefits.

(a) The carrying amount of cash, accounts receivable, accounts payable and accrued benefits approximates fair market value due to the short term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing, or certainty of future cash flows.

The fair market value of investments is considered to approximate market value which is $100,000 (2003 - $350,000).

(b) The college is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the college's receivables are from the provincial and federal government, therefore, credit risk is minimal.

14. EMPLOYEE FUTURE BENEFITS

Employees of the college participate in one of three pension plans. Teachers and other employees holding a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Plan (TSP) or the Saskatchewan Teachers Retirement Plan (STRP) which are administered by the Teachers' Superannuation Commission. The Board has no financial obligation to TSP or STRP. Eligible employees contribute to TSP and STRP for their current service. No matching contribution is made by the College. The General Revenue Fund is responsible for the required employer contributions of the STRP and for the financial obligations of the TSP. All other employees participate through Municipal Employees' Pension Plan (MEPP) which is also a multi-employer defined benefit plan.

The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to $50,898(2003 - $51,953).

Glossary of Terms

Casual Student: A person who is taking courses within a program group that collectively total less than 30 hours of scheduled class time.

Community/Individual Non Credit: Education and training that (a) leads to or enhances a person(s) employability or (b) enhances community and/or social development but does not result in credentials or certification recognized by an industry, association or sector, regulatory body or licensing agency.

Completer: A student who has completed the time requirement of a course or all courses within a program session.

Completed Successfully: A student who has successfully completed all requirements of a non-credit program. (course(s) default: 'completed-passed')

Credit: Learning which is certified by a recognized body.

Distinct Student: An individual participating, over an identified period of time, in one or more program sessions offered by the College.

EI: Employment Insurance.

FLE: Full Load Equivalency, the total participant hours divided by the generally accepted full-load equivalent factor for a program group.

Full-Time Student: A person who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

(a) for Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
(b) for university courses: a minimum of 9 hours of scheduled class time per week for a minimum of period of 13 weeks.

GED: General Education Development, is a series of exams that are written to determine grade 12 equivalency.

Graduate: A student who has successfully completed all program requirements and attained a level of standing resulting in credit recognition from an accrediting institution/industry and/or regulatory body. (course(s) default: 'completed-passed')

Industry Credit: Education and training which leads to a credential that is recognized by an industry association or sector, regulatory body or licensing agency.

Industry Non Credit: Education and training that meets the specific needs identified for an industry(s), group(s), firm(s) or sector(s) that does not result in credentials or certification recognized by an industry, association or sector, regulatory body or licensing agency.

Institute Credit: Education and training which leads to a credential (certificate, diploma, degree) from a recognized credit-granting agency.

Non-Credit: Learning which may include some form of evaluation however, does not result in certification by a recognized body.

Participant Hours: The total time (in hours) that a student is actively involved in a program (courses) session.

Part-Time Student: A person who is: (a) taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) taking courses that are at least 12 weeks in duration but collectively require less than 18 hour of scheduled class time per week.

Personal Interest Non-Credit: Education and training that meets the needs of individual(s) or group(s) for the purpose of enhancing their hobby, leisure and recreation skills.

Program: A course(s) of study based on a curriculum, plan, or system of academic and related activities that have a definite duration (hours/credit hours).

Registration: The number of students registered.

SARS: Social Assistance Recipients.

SCN: Saskatchewan Communications Network is a satellite delivery system for distance education courses.

Service: The formal act (activities, which are tracked,) of helping, providing assistance and/or advice.

SIS: Student Information System refers to a computerized system used by the Regional Colleges for all student enrollment information. This system is also referred to as OCSM, or One Client Service Model. This system is also used by a number of other partners.

TEL: Technology Enhanced Learning.

Charts and Graphs

Cumberland Regional College
5 Year Comparisons, 2003-04

Cumberland Regional College

Table 1: Comprehensive Enrollment by Program Groups

The following chart represents the enrollment figures for Cumberland Regional College as a whole. These figures do not include Job Start/Future Skills enrollments or Learner Services Contacts, and therefore, do not reflect the same information as those charts on the preceding page.

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's
Skills Training	**Institute Credit**								
	SIAST	64	118	0	117.30	35	109	1	54.15
	Other	14	0	0	24.90	25	1	0	24.21
	Apprenticeship & Trade	0	0	0	0.00	0	0	0	0.00
	Total Institute Credit	78	118	0	142.20	60	110	1	78.36
	Industry Credit								
	Total Industry Credit	78	301	0	151.80	0	88	145	24.78
	Workbased Training:								
	Total Workbased Training					33	0	0	33.00
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit*	0	908	0	50.50	14	63	507	82.72
Total Skills Training		156	1327	0	344.50	107	261	653	218.85
Basic Education	**BE Credit**								
	Adult 12					85	45	0	74.89
	Adult 10					91	14	0	68.51
	Academic GED								
	Total BE Credit	176	55	0	377.50	176	59	0	143.41
	BE Non-Credit								
	Employability/Life Skills	17	0	0	13.10	8	0	0	6.61
	English Language Training	0	0	0	0.00	0	0	0	0.00
	General Academic Studies	0	0	0	0.00	26	0	0	12.27
	Literacy	0	56	0	4.60	14	0	0	1.74
	Total BE Non-Credit	17	56	0	17.70	48	0	0	20.62
Total Basic Education		193	111	0	395.20	224	59	0	164.03
University	**Total University**	0	181		44.30	28	36	0	35.26
Total Enrollment		349	1619	0	784.00	359	356	653	418.14

*includes the Willing to Work program where the customized hours could not be entered in SIS and were added in afterward

Note: For tables 1-4 the stats from 2003-04 cannot be compared to stats from 2002-03 due to business rule changes.

Cumberland Regional College

Table 1: Comprehensive Enrollment by Program Groups

The following chart represents the enrollment figures for Cumberland Regional College as a whole. These figures do not include Job Start/Future Skills enrollments or Learner Services Contacts, and therefore, do not reflect the same information as those charts on the preceding page.

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		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's
Skills Training	**Institute Credit:**								
	SIAST	64	118	0	117.30	35	109	1	54.15
	Other	14	0	0	24.90	25	1	0	24.21
	Apprenticeship & Trade	0	0	0	0.00	0	0	0	0.00
	Total Institute Credit	78	118	0	142.20	60	110	1	78.36
	Industry Credit:								
	Total Industry Credit	78	301	0	151.80	0	88	145	24.78
	Workbased Training:								
	Total Workbased Training					33	0	0	33.00
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit*	0	908	0	50.50	14	63	507	82.72
Total Skills Training		156	1327	0	344.50	107	261	653	218.85
Basic Education	**BE Credit:**								
	Adult 12					85	45	0	74.89
	Adult 10					91	14	0	68.51
	Academic GED								
	Total BE Credit	176	55	0	377.50	176	59	0	143.41
	BE Non-Credit:								
	Employability/Life Skills	17	0	0	13.10	8	0	0	6.61
	English Language Training	0	0	0	0.00	0	0	0	0.00
	General Academic Studies	0	0	0	0.00	26	0	0	12.27
	Literacy	0	56	0	4.60	14	0	0	1.74
	Total BE Non-Credit	17	56	0	17.70	48	0	0	20.62
Total Basic Education		193	111	0	395.20	224	59	0	164.03
University	**Total University**	0	181		44.30	28	36	0	35.26
Total Enrollment		349	1619	0	784.00	359	356	653	418.14

*Includes the Willing to Work program where the customized hours could not be entered in SIS and were added in afterward

Note: For tables 1-4 the stats from 2003-04 cannot be compared to stats from 2002-03 due to business rule changes.

Cumberland Regional College

Table 1A: Enrollment by Program Groups for each College Program Delivery Centre

Cumberland Regional College Comprehensive Student Enrollment: Melfort Campus									
		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's
Skills Training	Institute Credit:								
	SIAST	24	53		51.90	7	46	1	21.9
	Other	14	0		24.90	10	1	0	8.4
	Apprenticeship & Trade								
	Total Institute Credit	**38**	**53**	**0**	**76.8**	**17**	**47**	**1**	**30.3**
	Industry Credit:								
	Total Industry Credit	0	87		4.50	0	33	72	8.1
	Workbased Training:								
	Total Workbased Training								
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	257		9.30	0	15	137	10.0
Total Skills Training		**38**	**397**	**0**	**90.6**	**17**	**95**	**210**	**48.4**
Basic Education	BE Credit:								
	Adult 12	41	5		92.90	19	9	0	20.4
	Adult 10					39	3	0	28.6
	Academic GED	2	27		21.70				
	Total BE Credit	**43**	**32**	**0**	**114.6**	**58**	**12**	**0**	**48.9**
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies					16	0	0	6.3
	Literacy	0	19		1.50	8	0	0	0.5
	Total BE Non-Credit	**0**	**19**	**0**	**1.5**	**24**	**0**	**0**	**6.7**
Total Basic Education		**43**	**51**	**0**	**116.1**	**82**	**12**	**0**	**55.7**
University	Total University	0	118		30.60	23	15	0	25.3
Total Enrollment		**81**	**566**	**0**	**237.3**	**122**	**122**	**210**	**129.4**

Cumberland Regional College Comprehensive Student Enrollment: Nipawin Campus

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's
Skills Training	**Institute Credit:**								
	SIAST	13	28		23.60	12	21	0	12.0
	Other					15	0	0	15.8
	Apprenticeship & Trade								
	Total Institute Credit	**13**	**28**	**0**	**23.6**	**27**	**21**	**0**	**27.8**
	Industry Credit:								
	Total Industry Credit	0	25		1.50	0	11	42	6.2
	Workbased Training:								
	Total Workbased Training								
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	292		12.60	0	26	150	10.7
Total Skills Training		**13**	**345**	**0**	**37.7**	**27**	**58**	**192**	**44.7**
Basic Education	**BE Credit:**								
	Adult 12	52	7		107.20	25	15	0	20.9
	Adult 10					19	3	0	15.9
	Academic GED	8	10		17.20				
	Total BE Credit	**60**	**17**	**0**	**124.4**	**44**	**18**	**0**	**36.7**
	BE Non-Credit:								
	Employability/Life Skills	17	0		13.10	8	0	0	6.6
	English Language Training								
	General Academic Studies					5	0	0	0.3
	Literacy	0	29		2.90	6	0	0	1.3
	Total BE Non-Credit	**17**	**29**	**0**	**16**	**19**	**0**	**0**	**8.2**
Total Basic Education		**77**	**46**	**0**	**140.4**	**63**	**18**	**0**	**44.9**
University	**Total University**	0	31		4.00				
Total Enrollment		**90**	**422**	**0**	**182.1**	**90**	**76**	**192**	**89.6**

Cumberland Regional College

Table 1A: Enrollment by Program Groups for each College Program Delivery Centre

Cumberland Regional College Comprehensive Student Enrollment: Melfort Campus									
		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's
Skills Training	Institute Credit:								
	SIAST	24	53		51.90	7	46	1	21.9
	Other	14	0		24.90	10	1	0	8.4
	Apprenticeship & Trade								
	Total Institute Credit	**38**	**53**	**0**	**76.8**	**17**	**47**	**1**	**30.3**
	Industry Credit:								
	Total Industry Credit	0	87		4.50	0	33	72	8.1
	Workbased Training:								
	Total Workbased Training								
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	257		9.30	0	15	137	10.0
Total Skills Training		**38**	**397**	**0**	**90.6**	**17**	**95**	**210**	**48.4**
Basic Education	BE Credit:								
	Adult 12	41	5		92.90	19	9	0	20.4
	Adult 10					39	3	0	28.6
	Academic GED	2	27		21.70				
	Total BE Credit	**43**	**32**	**0**	**114.6**	**58**	**12**	**0**	**48.9**
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies					16	0	0	6.3
	Literacy	0	19		1.50	8	0	0	0.5
	Total BE Non-Credit	**0**	**19**	**0**	**1.5**	**24**	**0**	**0**	**6.7**
Total Basic Education		**43**	**51**	**0**	**116.1**	**82**	**12**	**0**	**55.7**
University	**Total University**	0	118		30.60	23	15	0	25.3
Total Enrollment		**81**	**566**	**0**	**237.3**	**122**	**122**	**210**	**129.4**

Cumberland Regional College Comprehensive Student Enrollment: Nipawin Campus

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's
Skills Training	Institute Credit:								
	SIAST	13	28		23.60	12	21	0	12.0
	Other					15	0	0	15.8
	Apprenticeship & Trade								
	Total Institute Credit	**13**	**28**	**0**	**23.6**	**27**	**21**	**0**	**27.8**
	Industry Credit:								
	Total Industry Credit	0	25		1.50	0	11	42	6.2
	Workbased Training:								
	Total Workbased Training								
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	292		12.60	0	26	150	10.7
Total Skills Training		**13**	**345**	**0**	**37.7**	**27**	**58**	**192**	**44.7**
Basic Education	BE Credit:								
	Adult 12	52	7		107.20	25	15	0	20.9
	Adult 10					19	3	0	15.9
	Academic GED	8	10		17.20				
	Total BE Credit	**60**	**17**	**0**	**124.4**	**44**	**18**	**0**	**36.7**
	BE Non-Credit:								
	Employability/Life Skills	17	0		13.10	8	0	0	6.6
	English Language Training								
	General Academic Studies					5	0	0	0.3
	Literacy	0	29		2.90	6	0	0	1.3
	Total BE Non-Credit	**17**	**29**	**0**	**16**	**19**	**0**	**0**	**8.2**
Total Basic Education		**77**	**46**	**0**	**140.4**	**63**	**18**	**0**	**44.9**
University	**Total University**	0	31		4.00				
Total Enrollment		**90**	**422**	**0**	**182.1**	**90**	**76**	**192**	**89.6**

Cumberland Regional College Comprehensive Student Enrollment: Tisdale Campus

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's
Skills Training	Institute Credit:								
	SIAST	27	27		40.80	16	40	0	19.4
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	**27**	**27**	**0**	**40.8**	**16**	**40**	**0**	**19.4**
	Industry Credit:								
	Total Industry Credit	0	65		3.20	0	35	27	8.6
	Workbased Training:								
	Total Workbased Training								
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	225		24.80	14	19	128	57.9
Total Skills Training		**27**	**317**	**0**	**68.8**	**30**	**94**	**155**	**85.9**
Basic Education	BE Credit:								
	Adult 12	40	3		79.30	26	18	0	20.4
	Adult 10					21	3	0	14.3
	Academic GED								
	Total BE Credit	**40**	**3**	**0**	**79.3**	**47**	**21**	**0**	**34.7**
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies								
	Literacy	0	8		0.20				
	Total BE Non-Credit	**0**	**8**	**0**	**0.2**	**0**	**0**	**0**	**0.0**
Total Basic Education		**40**	**11**	**0**	**79.5**	**47**	**21**	**0**	**34.7**
University	**Total University**	0	31		9.40	0	25	0	4.9
Total Enrollment		**67**	**359**	**0**	**157.7**	**77**	**140**	**155**	**125.5**

Cumberland Regional College Comprehensive Student Enrollment: Hudson Bay Campus									
		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's
Skills Training	Institute Credit:								
	SIAST	0	10		1.00	0	3	0	0.9
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	**0**	**10**	**0**	**1**	**0**	**3**	**0**	**0.9**
	Industry Credit:								
	Total Industry Credit	0	6		0.40	0	8	6	1.8
	Workbased Training:								
	Total Workbased Training								
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit		134		3.80	0	4	94	4.0
Total Skills Training		**0**	**150**	**0**	**5.2**	**0**	**15**	**100**	**6.8**
Basic Education	BE Credit:								
	Adult 12	24	3		39.90	15	3	0	13.2
	Adult 10					12	5	0	9.8
	Academic GED	9	0		19.30				
	Total BE Credit	**33**	**3**	**0**	**59.2**	**27**	**8**	**0**	**23.0**
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies					5	0	0	5.7
	Literacy								
	Total BE Non-Credit	**0**	**0**	**0**	**0**	**5**	**0**	**0**	**5.7**
Total Basic Education		**33**	**3**	**0**	**59.2**	**32**	**8**	**0**	**28.8**
University	Total University	0	1		0.30				
Total Enrollment		**33**	**154**	**0**	**64.7**	**32**	**23**	**100**	**35.5**

Cumberland Regional College Comprehensive Student Enrollment: Tisdale Campus

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's
Skills Training	Institute Credit:								
	SIAST	27	27		40.80	16	40	0	19.4
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	**27**	**27**	**0**	**40.8**	**16**	**40**	**0**	**19.4**
	Industry Credit:								
	Total Industry Credit	0	65		3.20	0	35	27	8.6
	Workbased Training:								
	Total Workbased Training								
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	225		24.80	14	19	128	57.9
Total Skills Training		**27**	**317**	**0**	**68.8**	**30**	**94**	**155**	**85.9**
Basic Education	BE Credit:								
	Adult 12	40	3		79.30	26	18	0	20.4
	Adult 10					21	3	0	14.3
	Academic GED								
	Total BE Credit	**40**	**3**	**0**	**79.3**	**47**	**21**	**0**	**34.7**
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies								
	Literacy	0	8		0.20				
	Total BE Non-Credit	**0**	**8**	**0**	**0.2**	**0**	**0**	**0**	**0.0**
Total Basic Education		**40**	**11**	**0**	**79.5**	**47**	**21**	**0**	**34.7**
University	**Total University**	0	31		9.40	0	25	0	4.9
Total Enrollment		**67**	**359**	**0**	**157.7**	**77**	**140**	**155**	**125.5**

Cumberland Regional College Comprehensive Student Enrollment: Hudson Bay Campus									
		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's
Skills Training	Institute Credit:								
	SIAST	0	10		1.00	0	3	0	0.9
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	**0**	**10**	**0**	**1**	**0**	**3**	**0**	**0.9**
	Industry Credit:								
	Total Industry Credit	0	6		0.40	0	8	6	1.8
	Workbased Training:								
	Total Workbased Training								
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit		134		3.80	0	4	94	4.0
Total Skills Training		**0**	**150**	**0**	**5.2**	**0**	**15**	**100**	**6.8**
Basic Education	BE Credit:								
	Adult 12	24	3		39.90	15	3	0	13.2
	Adult 10					12	5	0	9.8
	Academic GED	9	0		19.30				
	Total BE Credit	**33**	**3**	**0**	**59.2**	**27**	**8**	**0**	**23.0**
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies					5	0	0	5.7
	Literacy								
	Total BE Non-Credit	0	0	0	0	5	0	0	5.7
Total Basic Education		**33**	**3**	**0**	**59.2**	**32**	**8**	**0**	**28.8**
University	**Total University**	0	1		0.30				
Total Enrollment		**33**	**154**	**0**	**64.7**	**32**	**23**	**100**	**35.5**

Cumberland Regional College

Table 2: Equity Participation Enrollments by Program Groups

		Actuals																							
		2002-2003												2003-2004											
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Institute Credit:																								
	SIAST	10	16	0	0	2		0	2		50	110		7	5	0	0	0	0	2	3	0	35	109	1
	Other	4	0	0	0	0		0	0		14	0		3	1	0	0	0	0	1	0	0	25	1	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	14	16	0	0	2	0	0	2	0	64	110	0	10	6	0	0	0	0	3	3	0	60	110	1
	Industry Credit:																								
	*Total Industry Credit**			0										0	4	19	0	0	1	0	1	11	0	88	145
	Workbased Training:																								
	*Total Workbased Training**			0										10	0	0	0	0	0	0	0	0	33	0	0
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
	*Total Non-Credit**			0										10	1	69	2	0	4	0	3	7	14	63	507
	Total Skills Training	14	16	0	0	2	0	0	2	0	64	110	0	30	11	88	2	0	5	3	7	18	107	261	653
Basic Education	BE Credit:																								
	Adult 12			0										40	14	0	5	3	0	8	6	0	85	45	0
	Adult 10			0										56	5	0	5	2	0	5	1	0	91	14	0
	Academic GED			0										0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	124	25		2	1		8	2		176	40		96	19	0	10	5	0	13	7	0	176	59	0
	BE Non-Credit:																								
	Employability/Life Skills		5	0		0			1			17		2	0	0	0	0	0	6	0	0	8	0	0
	English Language Training			0										0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies			0										5	0	0	1	0	0	1	0	0	26	0	0
	Literacy		23	0		5			2			55		9	0	0	1	0	0	0	0	0	14	0	0
	Total BE Non-Credit	0	28	0	0	5	0	0	3	0	0	72	0	16	0	0	2	0	0	7	0	0	48	0	0
Total Basic Education		124	53	0	2	6	0	8	5	0	176	112	0	112	19	0	12	5	0	20	7	0	224	59	0
University	*Total University**			0										3	3	0	1	0	0	0	0	0	28	36	0
	Total Enrollment	138	69	0	2	8	0	8	7	0	240	222	0	145	33	88	15	5	5	23	14	18	359	356	653

Cas = Casual

* Was not reported in 2002-03 annual report

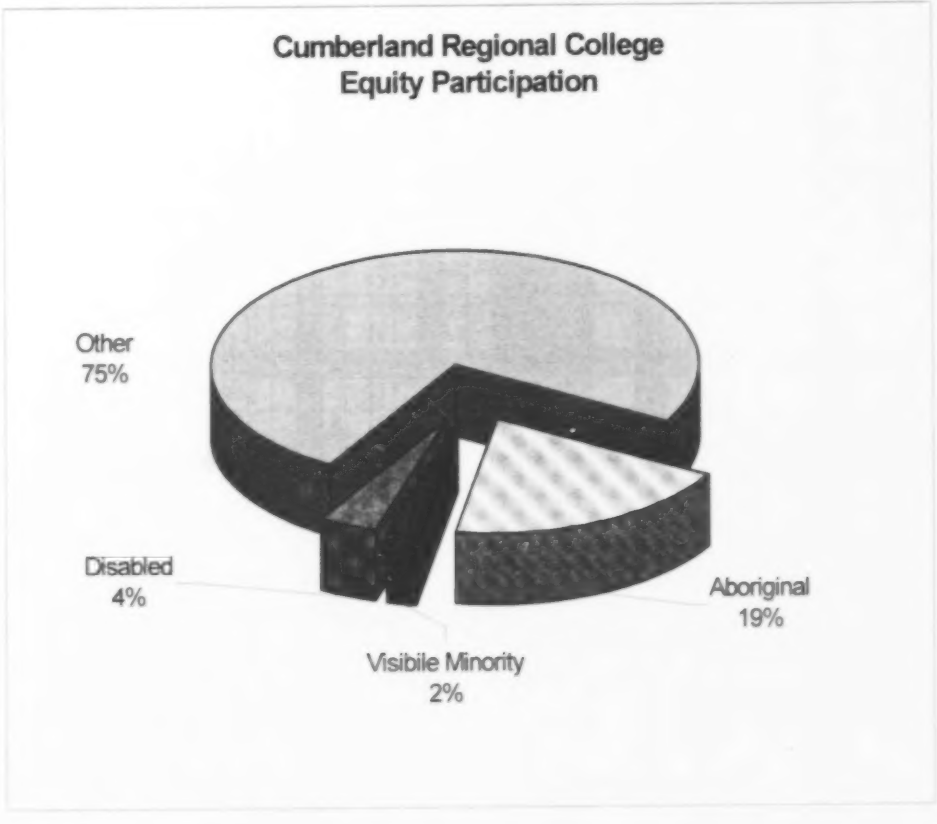
Cumberland Regional College

Table 2: Equity Participation Enrollments by Program Groups

		Actuals																							
		2002-2003												2003-2004											
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	**Institute Credit:**																								
	SIAST	10	16	0	0	2		0	2		50	110		7	5	0	0	0	0	2	3	0	35	109	1
	Other	4	0	0	0	0		0	0		14	0		3	1	0	0	0	0	1	0	0	25	1	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	14	16	0	0	2	0	0	2	0	64	110	0	10	6	0	0	0	0	3	3	0	60	110	1
	Industry Credit:																								
	*Total Industry Credit**			0										0	4	19	0	0	1	0	1	11	0	88	145
	Workbased Training:																								
	*Total Workbased Training**			0										10	0	0	0	0	0	0	0	0	33	0	0
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
	*Total Non-Credit**			0										10	1	69	2	0	4	0	3	7	14	63	507
	Total Skills Training	14	16	0	0	2	0	0	2	0	64	110	0	30	11	88	2	0	5	3	7	18	107	261	653
Basic Education	**BE Credit:**																								
	Adult 12			0										40	14	0	5	3	0	8	6	0	85	45	0
	Adult 10			0										56	5	0	5	2	0	5	1	0	91	14	0
	Academic GED			0										0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	124	25		2	1		8	2		176	40		96	19	0	10	5	0	13	7	0	176	59	0
	BE Non-Credit:																								
	Employability/Life Skills		5	0		0			1			17		2	0	0	0	0	0	6	0	0	8	0	0
	English Language Training			0										0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies			0										5	0	0	1	0	0	1	0	0	26	0	0
	Literacy		23	0		5			2			55		9	0	0	1	0	0	0	0	0	14	0	0
	Total BE Non-Credit	0	28	0	0	5	0	0	3	0	0	72	0	16	0	0	2	0	0	7	0	0	48	0	0
	Total Basic Education	124	53	0	2	6	0	8	5	0	176	112	0	112	19	0	12	5	0	20	7	0	224	59	0
University	*Total University**			0										3	3	0	1	0	0	0	0	0	28	36	0
	Total Enrollment	138	69	0	2	8	0	8	7	0	240	222	0	145	33	88	15	5	5	23	14	18	359	356	653

Cas = Casual

* Was not reported in 2002-03 annual report


Cumberland Regional College
Equity Participation
Other
75%
Disabled
4%
Visibile Minority
2%
Aboriginal
19%

Cumberland Regional College

Table 3: Student Success by Program Groups

		Actuals																	
		2002-2003												2003-2004					
		Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated		
	Program Groups	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Institute Credit:																		
	SIAST	47	102		31	90		24	66		0	4		17	86	1	13	15	0
	Other	14			10			5			2			0	0	0	21	1	0
	Apprenticeship & Trade																		
	Total Institute Credit	61	102	0	41	90	0	29	66	0	2	4	0	17	86	1	34	16	0
	Industry Credit:																		
	Total Industry Credit													0	78	134			
	Workbased Training:																		
	Total Workbased Training																		
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non-Credit													14	62	507			
Total Skills Training		61	102	0	41	90	0	29	66	0	2	4	0	31	226	642	34	16	0
Basic Education	BE Credit:																		
	Adult 12	61	15		37	1		13	2		26	10		24	27	0	29	6	0
	Adult 10	58	2		22	0		1	0		39	2		26	8	0	24	5	0
	Academic GED																		
	Total BE Credit	119	17	0	59	1	0	14	2	0	65	12	0	50	35	0	53	11	0
	BE Non-Credit:																		
	Employability/Life Skills*		39						6			18		8	0	0			
	English Language Training																		
	General Academic Studies	17	13					3	2		4	0		25	0	0			
	Literacy													14	0	0			
	Total BE Non-Credit	17	52	0	0	0	0	3	8	0	4	18	0	47	0	0			
Total Basic Education														97	35	0	53	11	0
University	*Total University*													24	40	0			
Total Enrollment		197	171	0	100	91	0	46	76	0	71	34	0	152	301	642	87	27	0

Completed = Total number of students who completed requirements or remained to the end of the program.
Graduated = Number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry.
Cas = Casual
*also includes literacy
2003-2004 does not include statistics for Total Employed and Total Going to Further Training due to 6 month follow-up surveys not being completed at time of the Annual Report being written.

Cumberland Regional College

Table 4: Equity Participation Completers and Graduates by Program Groups

		Actuals																	
		2002-2003									2003-2004								
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
	Program Groups	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
Skills Training	**Institute Credit:**																		
	SIAST	26	11	0	0	0	0	0	0	0	12	6	5	0	0	0	5	3	2
	Other	4	1	0	0	0	0	0	0	0	4	0	3	0	0	0	1	0	1
	Apprenticeship & Trade																		
	Total Institute Credit	30	12	0	0	0	0	0	0	0	16	6	8	0	0	0	6	3	3
	Industry Credit:																		
	Total Industry Credit	6	6		2	2		2	2		23	23	0	1	1	0	12	12	0
	Workbased Training:																		
	Total Workbased Training																		
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non-Credit	115	115		16	16		9	9		80	80	0	6	6	0	10	10	0
Total Skills Training		151	133	0	18	18	0	11	11	0	119	109	8	7	7	0	28	25	3
Basic Education	**BE Credit**																		
	Adult 12	50	37		2	2		7	7		54	26	14	8	2	1	14	6	5
	Adult 10	63	45		1	1		1	1		61	17	21	7	1	3	6	2	2
	Academic GED	36	22		5	5		2	2										
	Total BE Credit	149	104	0	8	8	0	10	10	0	115	43	35	15	3	4	20	8	7
	BE Non-Credit:																		
	Employability/Life Skills	5	5		0	0		1	1		2	2	0	0	0	0	6	6	0
	English Language Training																		
	General Academic Studies										5	4	0	1	1	0	1	1	0
	Literacy	23	23		5	5		2	2		9	9	0	1	1	0	0	0	0
	Total BE Non-Credit	28	28	0	5	5	0	3	3	0	16	15	0	2	2	0	7	7	0
Total Basic Education		177	132	0	13	13	0	13	13	0	131	58	35	17	5	4	27	15	7
University	***Total University***	8	8		4	4		1	1		6	6	0	1	1	0	0	0	0
Total Enrollment		336	273	0	35	35	0	25	25	0	256	173	43	25	13	4	55	40	10

E = total enrollment

C = completers (the total number of students who completed course requirements or remained to the end of the program

G = graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry).

Cumberland Regional College

Table 3: Student Success by Program Groups

		Actuals																	
		2002-2003												2003-2004					
		Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated		
	Program Groups	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Institute Credit:																		
	SIAST	47	102		31	90		24	66		0	4		17	86	1	13	15	0
	Other	14			10			5			2			0	0	0	21	1	0
	Apprenticeship & Trade																		
	Total Institute Credit	61	102	0	41	90	0	29	66	0	2	4	0	17	86	1	34	16	0
	Industry Credit:																		
	Total Industry Credit													0	78	134			
	Workbased Training:																		
	Total Workbased Training																		
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non-Credit													14	62	507			
Total Skills Training		61	102	0	41	90	0	29	66	0	2	4	0	31	226	642	34	16	0
Basic Education	BE Credit:																		
	Adult 12	61	15		37	1		13	2		26	10		24	27	0	29	6	0
	Adult 10	58	2		22	0		1	0		39	2		26	8	0	24	5	0
	Academic GED																		
	Total BE Credit	119	17	0	59	1	0	14	2	0	65	12	0	50	35	0	53	11	0
	BE Non-Credit:																		
	Employability/Life Skills*		39						6			18		8	0	0			
	English Language Training																		
	General Academic Studies	17	13					3	2		4	0		25	0	0			
	Literacy													14	0	0			
	Total BE Non-Credit	17	52	0	0	0	0	3	8	0	4	18	0	47	0	0			
Total Basic Education														97	35	0	53	11	0
University	*Total University*													24	40	0			
Total Enrollment		197	171	0	100	91	0	46	76	0	71	34	0	152	301	642	87	27	0

Completed = Total number of students who completed requirements or remained to the end of the program.
Graduated = Number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry.
Cas = Casual
*also includes literacy
2003-2004 does not include statistics for Total Employed and Total Going to Further Training due to 6 month follow-up surveys not being completed at time of the Annual Report being written.

Cumberland Regional College

Table 4: Equity Participation Completers and Graduates by Program Groups

		Actuals																	
		2002-2003									2003-2004								
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
	Program Groups	**E**	**C**	**G**	**E**	**C**	**G**	**E**	**C**	**G**	**E**	**C**	**G**	**E**	**C**	**G**	**E**	**C**	**G**
Skills Training	Institute Credit:																		
	SIAST	26	11	0	0	0	0	0	0	0	12	6	5	0	0	0	5	3	2
	Other	4	1	0	0	0	0	0	0	0	4	0	3	0	0	0	1	0	1
	Apprenticeship & Trade																		
	Total Institute Credit	30	12	0	0	0	0	0	0	0	16	6	8	0	0	0	6	3	3
	Industry Credit:																		
	Total Industry Credit	6	6		2	2		2	2		23	23	0	1	1	0	12	12	0
	Workbased Training:																		
	Total Workbased Training																		
	Non-credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non-Credit	115	115		16	16		9	9		80	80	0	6	6	0	10	10	0
Total Skills Training		151	133	0	18	18	0	11	11	0	119	109	8	7	7	0	28	25	3
Basic Education	BE Credit:																		
	Adult 12	50	37		2	2		7	7		54	26	14	8	2	1	14	6	5
	Adult 10	63	45		1	1		1	1		61	17	21	7	1	3	6	2	2
	Academic GED	36	22		5	5		2	2										
	Total BE Credit	149	104	0	8	8	0	10	10	0	115	43	35	15	3	4	20	8	7
	BE Non-Credit:																		
	Employability Life Skills	5	5		0	0		1	1		2	2	0	0	0	0	6	6	0
	English Language Training																		
	General Academic Studies										5	4	0	1	1	0	1	1	0
	Literacy	23	23		5	5		2	2		9	9	0	1	1	0	0	0	0
	Total BE Non-Credit	28	28	0	5	5	0	3	3	0	16	15	0	2	2	0	7	7	0
Total Basic Education		177	132	0	13	13	0	13	13	0	131	58	35	17	5	4	27	15	7
University	***Total University***	8	8		4	4		1	1		6	6	0	1	1	0	0	0	0
Total Enrollment		336	273	0	35	35	0	25	25	0	256	173	43	25	13	4	55	40	10

E = total enrollment

C = completers (the total number of students who completed course requirements or remained to the end of the program

G = graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry).